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News Summary

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Humanities courses are struggling for survival in today's vocationally oriented community colleges. Story on Page 3.

The Unification Church of the Rev. Sun Myung Moon is trying to organize followers on college campuses. Story on Page 4.

A lawsuit challenging the legality of New York's "truth-in-testing" statute has been filed by the Association of American Medical Colleges. Story on Page 19.

Recommendations of the Sloan Commission on Higher Education and Government have sparked open opposition among some educators. Story on Page 9.

The Carter Administration has proposed a government-wide patent policy designed to encourage commercial development of inventions resulting from federally sponsored research. Story on Page 13.

The House of Representatives has voted to allow persons who serve in the military to write off some of their student-loan debts. Story on Page 13.

Leading Democratic contenders for the Presidency have all dealt with issues affecting higher education. A look at their records on Page 15.

Voters in New Jersey rejected a $95-million bond issue that would have been used to renovate facilities at the state's colleges and universities. Story on Page 2.

A faculty panel at Arizona State University will investigate the recent dismissal of football coach Frank Kush. Story on Page 2.

Student publications are frequent targets of South Africa's censorship committees. Story on Page 7.

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Require Foreign-Language Studies, Presidential Panel Urges Colleges

Commission calls for a $178-million increase in federal appropriations to reverse 'serious deterioration' of U.S. capabilities in languages and international studies

By Malcolm G. Scully

WASHINGTON

A Presidential commission last week called for the reinstatement of foreign-language requirements in high schools, colleges, and universities. It termed Americans' incompetence in foreign languages "scandalous."

In its final report, issued here on Wednesday, the President's Commission on Foreign Languages and International Studies also recommended required undergraduate courses in international studies and networks of undergraduate and graduate centers to "strengthen and sustain" international studies.

The text of the commission's principal recommendations appears on Page 11.

The commission urged that the federal government spend $178-million more than the $67-million appropriated in fiscal 1979 for foreign languages and international studies at all levels.

Among the specific programs it recommended:

▶ $51-million in incentive grants to elementary and secondary schools and colleges and universities for foreign-language teaching. The report called for grants of $20 per student to elementary

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CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

Presidential aide Stuart Eizenstat, left, discusses final report of President's Commission on Foreign Languages and International Studies with chairman James Perkins.

New York's 'Truth-in-Testing' Law Called Threat to Quality of the SAT

By Robert L. Jacobson

Even if New York is the only state to enact a "truth-in-testing" law, the nation's most popular college-entrance exam, the Scholastic Aptitude Test, may soon be undermined, according to some admissions officers.

The New York law requires that the questions and answers of college admissions tests be publicly disclosed after the release of test scores.

'Serious Questions'

Fred A. Hargadon, chairman of the College Entrance Examination Board, the S.A.T.'s principal sponsor, told *The Chronicle* last week that he doubted the S.A.T. could survive more than a few disclosures in New York without raising "serious questions" about its validity.

"I don't even start with the assumption that limited disclosure would not have an effect," said Mr. Hargadon, who also is dean of admissions at Stanford University. "I am not confident about that at all."

Officials at the Educational Testing Service, which produces the S.A.T. for the College Board, have discounted the effect of having to reveal a small number of test forms.

Beyond that, however, they have seemed uncertain. The New York law is scheduled to take effect on Jan. 1. So far, most reactions in the colleges have focused on economic and administrative problems, including exam cancellations, that testing officials say were forced upon them in New York because all scored questions, once disclosed, would have to be replaced on subsequent forms of the test.

In the past, up to about a fourth of each new test form has consisted of repeat questions.

Testing officials have warned that the application of disclosure requirements on a national scale, as has been proposed in Congress, would endanger the S.A.T.'s quality, as more and more versions of the test were made public.

Now Mr. Hargadon and others are voicing concern that the New York law by itself may soon inflict considerable damage on the test, and not just within the state's own borders.

The fear is that even a few disclosed versions of the test, which would quickly become available nationwide, might be enough to enable future test-takers to raise their scores significantly. In that event, the test's validity for predicting academic success would suffer.

'We Expect to Learn Something'

The concern is based not so much on expectations that damage to the test definitely will occur as on the absence of assurances from the test's creators that it will not.

The authorities at E.T.S. say they plan to study the effects of the New York law and see what happens. "We certainly expect to learn something" from those studies, says Marian G. Epstein, vice-president for College Board programs at the testing service.

Some admissions officers believe, however, that unless persuasive evidence can

Continued on Page 19, Column 1

FACT–FILE

Estimated Fall Enrollment

Public Institutions

	Universities		Other 4-year institutions		2-year institutions		All public institutions	
	Fall 1979 estimate	Change from 1978	Fall 1979 estimate	Change from 1978	Fall 1979 estimate	Change from 1978	Fall 1979 estimate	Change from 1978
Full-time students								
Men	903,658	+ 1.5%	963,955	+ 1.8%	757,612	+ 2.1%	2,625,225	+ 1.8%
Women	727,403	+ 3.6%	947,375	+ 1.8%	734,312	+ 4.2%	2,409,090	+ 3.1%
Total	1,631,061	+ 2.4%	1,911,330	+ 1.8%	1,491,924	+ 3.1%	5,034,315	+ 2.4%
Part-time students								
Men	229,077	– 4.6%	458,754	+ 1.3%	1,113,080	+ 2.7%	1,800,911	+ 1.4%
Women	252,808	0.0%	560,287	+ 2.9%	1,448,793	+ 7.2%	2,261,888	+ 5.3%
Total	481,885	– 2.3%	1,019,041	+ 2.2%	2,561,873	+ 5.2%	4,062,799	+ 3.5%
Total enrollment								
All men	1,132,735	+ 0.2%	1,422,709	+ 1.6%	1,870,692	+ 2.4%	4,426,136	+ 1.6%
All women	980,211	+ 2.6%	1,507,662	+ 2.2%	2,183,105	+ 6.2%	4,670,978	+ 4.1%
All students	2,112,946	+ 1.3%	2,930,371	+ 1.9%	4,053,797	+ 4.4%	9,097,114	+ 2.9%

Private Institutions

	Universities		Other 4-year institutions		2-year institutions		All private institutions	
	Fall 1979 estimate	Change from 1978	Fall 1979 estimate	Change from 1978	Fall 1979 estimate	Change from 1978	Fall 1979 estimate	Change from 1978
Full-time students								
Men	305,273	+ 0.7%	630,261	– 0.2%	56,819	– 1.0%	992,353	0.0%
Women	213,879	+ 3.2%	583,517	+ 2.7%	87,763	+ 2.7%	885,159	+ 2.8%
Total	519,152	+ 1.7%	1,213,778	+ 1.1%	144,582	+ 1.2%	1,877,512	+ 1.3%
Part-time students								
Men	110,066	+ 1.4%	217,833	– 2.6%	15,346	–10.5%	343,245	– 1.7%
Women	101,429	+ 1.9%	225,650	+ 0.4%	24,479	+11.0%	351,558	+ 1.5%
Total	211,495	+ 1.6%	443,483	– 1.1%	39,825	+ 1.6%	694,803	– 0.1%
Total enrollment								
All men	415,339	+ 0.9%	848,094	– 0.8%	72,165	– 3.2%	1,335,598	– 0.4%
All women	315,308	+ 2.7%	809,167	+ 2.0%	112,242	+ 4.4%	1,236,717	+ 2.4%
All students	730,647	+ 1.7%	1,657,261	+ 0.5%	184,407	+ 1.3%	2,572,315	+ 0.9%

All Institutions, Public and Private

	Universities		Other 4-year institutions		2-year institutions		All institutions	
	Fall 1979 estimate	Change from 1978	Fall 1979 estimate	Change from 1978	Fall 1979 estimate	Change from 1978	Fall 1979 estimate	Change from 1978
Full-time students								
Men	1,208,931	+ 1.3%	1,594,216	+ 1.0%	814,431	+ 1.9%	3,617,578	+ 1.3%
Women	941,282	+ 3.5%	1,530,892	+ 2.1%	822,075	+ 4.0%	3,294,249	+ 3.0%
Total	2,150,213	+ 2.2%	3,125,108	+ 1.5%	1,636,506	+ 2.9%	6,911,827	+ 2.1%
Part-time students								
Men	339,143	– 2.7%	676,587	0.0%	1,128,426	+ 2.5%	2,144,156	+ 0.8%
Women	354,237	+ 0.5%	785,937	+ 2.2%	1,473,272	+ 7.2%	2,613,446	+ 4.7%
Total	693,380	– 1.1%	1,462,524	+ 1.2%	2,601,698	+ 5.1%	4,757,602	+ 2.9%
Total enrollment								
All men	1,548,074	+ 0.4%	2,270,803	+ 0.7%	1,942,857	+ 2.2%	5,761,734	+ 1.1%
All women	1,295,519	+ 2.6%	2,316,829	+ 2.2%	2,295,347	+ 6.1%	5,907,695	+ 3.8%
All students	2,843,593	+ 1.4%	4,587,632	+ 1.4%	4,238,204	+ 4.3%	11,669,429	+ 2.4%

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS, BASED ON DATA FROM 1,033 INSTITUTIONS

Languages

Continued from Preceding Page

tions towards costs of establishing reciprocal undergraduate exchanges, especially in neglected world regions.

3 In expanding exchanges, U.S.I.C.A. should consider world areas under-represented in American research and subject fields most apt to benefit from increased international perspectives.

4 U.S.I.C.A. / E.C.A. (Educational and Cultural Affairs Directorate) should have increased support to enable U. S. cultural staff abroad to assist more with exchanges.

5 U.S.I.C.A. / E.C.A. should move more rapidly to implement its Presidential mandate to coordinate all U. S. government exchange programs and to serve as a focal point for private exchanges.

6 N.E.H. should have increased funds to support the work of U. S. researchers involved in exchanges. N.S.F. should have increased funds to give more U. S. scientists access to first-rate scientific work abroad.

7 Private foundations should enlarge their commitment and leadership in international educational exchanges.

8 Colleges and universities should encourage and support more international exchanges of students, teachers, and researchers and look more to the opportunity for encouraging international perspectives offered by the presence of foreign students and other visitors from abroad.

Citizen Education in International Affairs

1 The media should play a stronger role in developing a more internationally informed citizenry through: encouragement by the Federal Communications Commission, collaboration between local radio and television stations and community international education groups, and federal funding to develop programs and publications.

The print media should also expand their international coverage.

2 Given the commitment of community colleges to citizen education, they should receive special attention in expanded international education efforts to reach all citizens.

3 The private sector should fund a non-governmental clearinghouse to encourage community world-affairs organizations and programs, and should support core funding for these organizations.

4 U.S.I.C.A. should develop its "second mandate" to increase American learning about other nations through dissemination in the U. S. of foreign-produced information and materials, helping fund community organizations' programs, and providing information, speakers, and other resources to these organizations.

5 The Department of Education should give greater priority to community and professional organizations in its support of citizen education under N.D.E.A. Title VI, Section 603, and should encourage Title VI international centers to work more with community organizations in their outreach programs.

6 The Department of State's Scholar-in-Residence program should assign more foreign-service officers to work with community groups, and should make these programs two-way to include community leaders.

7 Federal agencies concerned with citizen education on world affairs should coordinate their efforts more effectively.

8 N.E.H., already highly supportive of citizen programs in international education, should continue to increase its support.

Business and Labor Needs Abroad

1 The Department of Education should encourage international business and labor studies, undergraduate and graduate, as part of the increased federal support for international studies centers and programs recommended earlier.

2 The Departments of Education, Commerce, and Labor should establish and fund 5-10 regional centers of international business and research to encourage more business, labor, and higher education cooperation in expanding American business and labor activities abroad.

3 Federally funded centers in these fields should have advisory councils which include representatives from business and labor.

4 The Small Business Administration and the Department of Commerce should support a network of Small Business Export Development Centers to assist small and medium-sized firms to develop export markets, using the international and foreign language expertise of colleges and universities.

5 Because foreign students trained in the U. S. often provide an indispensable contact in developing U. S. business relations abroad, state colleges and universities should keep tuition increases for foreign students in line with those of local American students.

6 American business and labor should give more priority to foreign language and international studies training in their staff recruitment, and should encourage colleges and universities to make such training part of their programs in business and labor studies.

7 American corporations and labor unions involved internationally should establish internships abroad for students in the business and labor fields.

8 Schools of business should make a course in international business a requirement for undergraduate and graduate degrees, and should encourage their students to study a foreign language.

9 Schools of business administration and labor relations programs should develop joint curricular programs with international studies centers.

Improvements in Organization Within and Outside Government

1 The President should designate a major official as the responsible officer to be the point of contact on all matters involving foreign language and international studies, ideally as a Special Assistant to the President, or alternatively, the chairman or a senior staff member of the National Security Council or the Domestic Policy Council.

2 The position of Assistant Secretary for International Affairs should be established in the Department of Education, with line responsibility for the Department's International Programs, especially N.D.E.A. Title VI.

3 U.S.I.C.A. should collaborate more closely with the academic community concerned with foreign affairs and with the federal office in charge of N.D.E.A. Title VI.

4 A private body, the National Commission on Foreign Language and International Studies, should be established, with mainly private funding, to monitor and report on this field and encourage its support by government and the private sector. The President's Commission should initiate the formation of the proposed National Commission.

The concluding prospectus in this report outlines such a Commission's structure and functions.

NOTE

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